**Examining Student Writing Protocol**

This protocol to discuss student writing was created to help grade level teams reflect on their definitions of proficient work by building consensus on what constitutes a proficient piece as well as determining evidence to inform next instructional steps.

Each teacher will be asked to bring three samples of student work from the same writing assignment: a student piece from one of the top 5 students in the class, a piece from one of the middle ten students in the class and a piece from one of the bottom 10 students in the class.

**Part 1: Reaching Consensus about Proficiency**

Focus Question: What do you want your students to know and be able to do?

In the first part the facilitator will ask the following questions to assist the team in understanding what is being assessed and in reaching consensus on what constitutes a proficient piece. The team will answer the following questions:

􀁺 What did you ask the students to do?

􀁺 Which Common Core Standard(s) were you assessing?

􀁺 How would you describe proficient performance on this assignment? Exactly what did students need to say or write for you to consider their work proficient?

**Part 2: Diagnosing Student Strengths and Needs**

Focus Questions: Where are my students? What evidence do I have to know that?

After reaching consensus, each teacher will silently read his/her three sample student pieces, and diagnose the strengths and weaknesses of the writing, taking notes on an evidence/interpretation chart.

Each teacher should then read a minimum of two pieces from another class (names should be removed from the papers). Again, each teacher should identify the strengths and weaknesses of the writing.

The team should then answer the following questions:

􀁺 What did the students demonstrate that they knew?

􀁺 What misconceptions or wrong information did the students have?

􀁺 What did the students not demonstrate?

􀁺 How would you find out if they knew it?

**Part 3: Identifying Instructional Next Steps**

Focus Questions: What do you do if they don't know it? What do you do if they do?

After diagnosing what the students know and still need to learn, the team will discuss where the teachers should take the students next instructionally. They will also determine if they need to re-teach any concept or skill to the whole or part of the class. The team should answer the following questions:

􀁺 Based on the team's diagnosis of the student writing performance, what do you do next with them?

􀁺 What questions might you ask the students? What feedback will you give them?

􀁺 Based on the team's diagnosis of student responses at the top, middle and bottom of the class, have any re-teaching points surfaced?